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Workbook for the slow learner in reading

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WORKBOOK FOR THE SLOW LEARNER IN READING

Submitted by

Anna Drinkwater
(B.S. in Ed., State Teachers College, Bridgewater, 1936)

In partial fulfillment of the requirements

for the degree of Master of Education

August
1949

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First Reader: Donald D. Durrell, Professor of Education

Second Reader: Helen Blair Sullivan, Professor Education

The writer expresses sincere appreciation to Dr. Helen Blair Sullivan for her guidance and help in preparing this service paper.

CHAPTER I

THE PROBLEM AND ITS OBJECTIVES

Statement of the problem. The slow learning group can achieve success if they are provided with reading material containing a light vocabulary load. In many instances the slow learning child is expected to compete with children of average or superior ability. Therefore it is the purpose of this study to prepare a set of workbook exercises suitable for a group of slow learning children.

Justification of study. Educators no longer feel that every child should be able to do the same things. When looking for material suitable for this slow learning group one finds it very limited. The workbook accompanying our reader is most satisfactory for the average or superior pupil but for the slow learner it is too difficult. It is because of this that it was decided to make this workbook. The material is for a group not poor enough to be placed in a special class but not capable enough to be able to work up to the standards set for the average or superior children. These children enjoy the same kind of material as does the normal child but he needs plenty of repetition and practices with a low vocabulary load.

CHAPTER II

REVIEW OF RESEARCH RELATED TO THE SLOW LEARNING CHILD

Educators believe that reading which is too hard for this slow learning group should be discouraged. Pupils with I.Q.'s from 80 to 95 are slower in learning the academic subjects than the average or superior pupil but they should be able to leave school with a fair degree of reading ability at about the sixth grade level. It has been brought out in various studies that from 15 to 25 per cent of our school children are dull normal. Because of these studies one can see that the needs of the slow learner should be studied.

Kirk[1] speaks of the slow learning child as follows:

> The slow learning child is one of low intelligence, who is incapable of keeping up with his classmates in the regular public schools, and who therefore requires a modified curriculum for his maximum growth and development.

Featherstone[2] points out:

> There are no special methods for teaching slow learning children to read. They learn to read the same way other children learn to read. Any of the tested methods of teaching reading advocated by specialists in the field may be used with the slow learner.

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1 Samuel Kirk, Teaching Reading to Slow-Learning Children, (Boston: Houghton Mifflin Company, 1940), 225 pp.

2 William B. Featherstone, Teaching the Slow-Learner. (New York: Bureau of Publications, Teachers College, Columbia University, 1941), 100 pp.

Objectives of the workbook. By using this workbook the author helps (1) to train the slow learning child to work independently; (2) to have the child develop confidence in himself so that he will not feel inferior to the rest of the class; (3) to develop good study habits and reading skills; (4) to develop a genuine interest in reading.

Contents of the workbook. This workbook provides simple exercises to stimulate interest in the reading activities. Plenty of repetition and practice will be given using simple exercises having a meaningful vocabulary in order to promote independent work. Comprehension will be checked constantly to be sure no confusions are developing. The exercises are developed at the child's level which is standard for him. Exercises providing drill in visual and auditory discrimination will also be found. The exercises have been built so that the transition from simple material to more complex has been so gradual that the child will be successful at every step and in this way these children can feel a sense of security.

The exercises are to be used with a slow learning group of second grade children. It is supplementary material to be used with our basic reading system - Scott Foresman. The exercises have been built so that they increase in difficulty as the child proceeds. As the child progresses he develops a sense of security because he is able to do the exercises with success.

Inskeep[1] states: "It has been seen that the dull normal and mentally retarded have in past decades constituted the neglected portion of our school children."

Later on Inskeep[2] points out, "Certain fundamentals in reading should be developed (1) reading for content, (2) reading at a fair rate of speed, (3) correct silent reading habits."

Gossard[3] reports that: "Dull normal and remedial pupils include large numbers found by modern testing to need remedial treatment to restore them to the levels on which they should be working."

Later Gossard[4] pointed out,"Grouping within classes has been used for many years. It has the advantage of being less apt to have a stigma attached than is the plan of segregating them into different rooms."

Baker[5] mentions three ways in which the slow-learner

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1 Annie D. Inskeep, Teaching Dull and Retarded Children, (New York: The Macmillan Company, 1926), p. 10.

2 Inskeep, op. cit., p. 56.

3 Arthur P. Gossard, Superior and Backward Children in Public Schools, (Chicago: University of Chicato Press, 1940), p. 91.

4 Gossard, op. cit., p. 165.

5 Harry J. Baker, Introduction to Exceptional Children, (New York: The Macmillan Company, 1944), p. 246.

differs from the average:

1. quantitative differences in intelligence.
2. qualitative differences in learning methods and in mental functioning.
3. the effects of non-intellectual factors.

Zannon and Cochran[1] pointed out certain teaching principles:

1. never give a pupil work he is unable to do.
2. recognize success dramatically.
3. keep the pupil informed of his growth.
4. have frequent and interesting drills.
5. eliminate discouragement.
6. let child who recently learned teach others.
7. use abilities possessed by a pupil.

Hildreth[2] found that slow-learners can actually achieve success even though their ultimate goal is less than that of the normal child, if they are provided with reading material containing a light vocabulary load. Failure to make necessary adjustments in the vocabulary for slow-learners has accounted for many reading failures. The use of frequent

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[1] Fred Zannon and Mildred Cochran, School Failure Learns to Read, Journal of Exceptional Children, Dec. 1945, pp 66-72.

[2] Gertrude Hildreth, "All in Favor of a Low Vocabulary," Elementary School Journal, 43:462-470, April, 1943.

repetitions of old words and a gradual introduction of new words will help cut down the difficulty.

According to Gates[1] after the average pupil has 35 or 40 contacts with the "new" words, he should have many times as much more material in which no other "new words" are contained so that he will be able to read. Pupils having I.Q's of 100 or less, for whom the need of extensive reading matter unencumbered by word difficulties is particularly great, is discussed. It is from this group that most reading defects come.

Monroe[2] reports that rapid gains in remedial instruction are indicative of progress that may be made by certain children when instruction is suited to the child's difficulties and to his level and rate of learning. It seems to point out that if the classroom provides for individual differences more rapid progress should result.

In another article Marion Monroe[3] states :

> The number of years' retardation which a

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[1] Arthur Gates, "Needed Research in Elementary School Reading," Elementary English Review, February, 1933, p. 37.

[2] Marion Monroe, Children Who Cannot Read, (Chicago: University of Chicago Press, 1932), p. 8.

[3] Marion Monroe, "Methods for Diagnosis and Treatment of Cases of Reading Disability," Worcester, Mass., Clark University, 1928. Genetic Psychology Monographs, Vol. IV p. 364.

child shows bears little relation to his intelligence quotient. Specific disability in reading does not need to imply inferior general mental ability.

Factors meeting with success:

1. skill of the teacher in putting the child at ease.

2. feeling of relief on part of child in going back to simple easy tasks in which he could succeed and in which he could find motivation in progress.

3. modification of method to suit the characteristics of each child's performance.

4. individual instruction.

Durrell[1] points out: "It is unlikely that research will ever discover a single method which will be the most efficient one for all pupils and all teachers."

Kirk[2] points out that of prime importance in teaching is the transition from simple materials. This transition should take place in all activities so that the child will succeed in every step of his development.

In Grace Fernald's[3] study of failure she states:

Everyone who has worked with little children

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[1] Donald Durrell, Improvement of Basic Reading Abilities, (New York: World Book Company, 1940), p. 1.

[2] Samuel Kirk, Teaching the Slow Learning Child, (Boston: Houghton Mifflin Company, 1940), p. 62.

[3] Grace M. Fernald, Remedial Techniques in Basic School Subjects, (New York: McGraw-Hill Book Company, 1943), p. 7.

> who have failed to learn ordinary things that others learn admits that emotion is part of the total complex in these cases. The individual who fails constantly in these undertakings which seem to him of great importance and who is conscious of failure is in a chronic state of emotional instability. The child who started school so eagerly eventually hates or fears the very things he dreamed of doing when at last he could enter school.

Dolch[1] reported:

> More deficiency in reading can be traced to discouragement through failure, and the consequent attitude of antagonism toward reading, than to any other cause. Many children hate reading simply because it compels them to exhibit before their companions their ignorance or lack of skill.

In Phyll Shane's[2] article "Slow Learners Need Special Help" it is stressed that teaching methods and materials must be adapted to fit the individual. The child who attends school daily only to meet with failure is given a conviction of inferiority. No child, particularly the slow-learner, should be asked to accomplish something of which he is not capable and then be penalized for failure. Our teaching should emphasize the building of personalities rather than the acquisition of competitive skills.

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[1] E. W. Dolch, The Psychology and Teaching of Reading, (Boston: Ginn and Company, 1931), p. 241.

[2] Phyll J. Shane, "Slow-Learners Need Special Help," Nations Sch. 38:26, August, 1946.

William Gray[1] reports that:

> The teacher must constantly make adjustments to provide for individual differences in interest, abilities and needs. The fact that many poor readers participating in recent classroom experiments made significant gains provides striking evidence of the value of available teaching procedures when adjusted to individual needs.

According to Betts[2] report:

> In the light of recent research the following principles may safely be applied to corrective reading:
>
> 1. vocabulary burden and sentence structure of corrective reading materials should be carefully controlled.
>
> 2. most remedial disabilities can be remedied.
>
> 3. awareness of success is a significant factor in the progress and achievement of a disabled reader. Super motivation is essential in all cases.
>
> 4. No one type of corrective material can be equally effective for all individuals.

Durrell[3] states: "Corrective work is more successful when many stories or whole books are built around a single interest center, especially if the work is to be supplemented

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[1] William Gray, "Trends in Remedial Work," English Review, Vol. 20, 1943, pp. 47-53.

[2] Emmett Betts, Prevention and Correction of Reading Disabilities, (Evanston; Row Peterson and Company, 1936)

[3] D. D. Durrell, "A Vocabulary for Corrective Reading," Elementary English Review, Vol. 11-12, April, 1934, p. 106-9.

by picture and object collections, dramatizations, field trips and other forms of motivation."

Broom[1] ok points out:

> Proper mechanics of reading should be developed, there should be few or no lip movements in silent reading, normal left to right eye progression, wider visual and eye voice span, and a minimum of regressive eye movements, recognize words and meanings quickly and accurately, and to comprehend the meanings of words and sentences that represent thought units. He must develop independent methods of attacking new words and sentences that represent thought units.

According to Bennett:[2] ok

> Data indicates that the beginning and ending of words are most frequently used as cues in word recognition and that there is almost a two to one chance that the beginning of the word will be more potent as a dominant one than the ending.
>
> Sharpness in visual discrimination which recognizes likenesses and differences in the middle as well as at the beginning or end of words is a product of growth. Study shows that poor word readers are particularly deficient in this respect.

Olga Adams[3] tells us: "First reading material should involve very few words, and these few should be repeated often in order to provide child with a feeling of accomplishment."

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[1] M. E. Broom, D. Duncan, J. Steuber, Effective Reading Instruction in the Elementary School, (New York and London: McGraw-Hill, Inc.) p. 155.

[2] A. Bennett, "An Analysis of Errors in Word Recognition made by Retarded Readers," Journal of Ed. Psychology, Vol. 33, January, 1942, pp. 25-38.

[3] Olga Adams, Improving the Techniques of Reading: Before Reading is Begun and in the Initial Stages of Learning to Read, (Chicago: University of Chicago, 1942), Supplementary Educational Monographs, p. 23.

Durrell[1] states that in research Gates made the following "guesses" as to the number of repetitions per word that must be provided in classroom instruction whose chronological ages range from 6.1 to 7.5.

I.Q.'s from 90 - 109 - 35 repetitions.

I.Q.'s from 80 - 89 - 40 repetitions.

Miriam Huber[2] points out: "The child of low intelligence enjoys the same kind of material as does the normal child, and he learns most effectively by a program found to be enjoyed by other pupils."

begin
After much reading one arrives at the conclusion that materials used with the slow learning child should be attractive to the child in order to arouse the child's interest and to make him desirous of reading. The reading selected should provide many repetitions of new words, contain concrete illustrations and stress the development of word meaning. The material should have a low vocabulary load so that the child will be successful and in this way develop a sense of security. END
With all these things in mind I planned the exercises appearing in this workbook and presented them in the same light.

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[1] D. D. Durrell, "Research Problems in Reading in Elementary School," Elementary English Review, February, 1936, p.9.

[2] Miriam B. Huber, The Influence of Intelligence Upon Children's Reading Interests, Teachers College Contributions to Ed., No. 312, New York: Bureau of Publications, Teachers College, Columbia University, 1928, 128 pp.

CHAPTER III

PROCEDURE OF STUDY

Plan of teaching. The material in this workbook was taught as a unit. The group of children using this material were the slow children in second grade in a small Massachusetts city. The children in this group are from English speaking families of moderate circumstances. Each child had a good deal of reading difficulty. In using this material these children did not feel that they were in a definite reading group. This group was made to feel that they were an integral part of the rest of the group. The material is easy material increasing in difficulty as the pupil progresses. It uses much of the vocabulary used by the rest of the class in our basic system. The vocabulary is repeated often and there are a good many concrete illustrations. The exercises were prepared so that they progress from simple to more complex exercises. There are specific exercises to develop the child's comprehension with no emphasis on speed.

Each child in doing these exercises was allowed to work along at his own rate of speed. Checks were made to be sure no confusions were developing. There was no time set as the exercises were built on a power basis.

Provisions have been made in these exercises to take

care of individual differences. Knowing that each child in the group has certain weaknesses in reading, the questions were planned to correlate with that child's experiences. By following this plan the child's confidence in himself was built up and a feeling of security and success was built up within himself.

The way this workbook was used is best explained by describing some of the lessons developed. The material in the workbook is based on children's pets. The unit was suggested by our own basic reader which has so many of its stories about pets.

When this unit was about to begin the children came into the room and saw many pictures around the room of various pets. Many books about pets were borrowed from the public library and put in our library corner. The books ranged from very easy books for the slow-learning group to harder books for the more advanced group. Because there were books ranging in difficulty each child felt he was an important member of the group. Each child could find something in the books that he could contribute to class discussion.

As most children have pets they were most anxious to talk about their own pet. They told stories about the tricks their pets could do and how they taught them to do these

tricks. They also told about how they cared for their pets. All of these stories were excellent for language development. Reading charts developed with a controlled vocabulary during their language period. As the unit progressed a mural was made using crayon on cloth, depicting the pets taken up in our workbook. Table scenes were constructed and drawings made which provided word enrichment. At the conclusion of this unit we planned a pet show. The children had much fun planning this affair. It gave them much to talk about and also a good deal of material for our reading chart. The slow learning group could participate in all this and feel just as successful as the other children. In some instances they were able to contribute some facts that the others were most interested in.

Interwoven with all of these activities were specific reading lessons, the superior and average groups reading many stories about pets, while the slow-learning group spent their time on the lessons provided in this specially prepared workbook. This slow-learning group progressed at their own rate of speed thus eliminating unfair competition with the superior and average group and at the same time they are acquiring a vocabulary that will enable them to participate in all activities with the rest of the group. By teaching this vocabulary so intensively the slow learning group becomes

so well acquainted with it that they can use it independently.

The exercises in the workbook provide plenty of repetition and practice using a limited vocabulary. There are exercises where the pupils are given training in following directions, in associating pictures with word meanings, in visual imagery, in motor coordination where the pupils cut out words and paste them under the correct picture also in the drawing of lines to matching words, in visual perception where pupils find words that match, and in word enrichment. There are also many exercises checking the pupil's comprehension so that the teacher will be sure no faulty concepts are arrived at and that no confusions are arising.

This study was carried out with a group of slow-learning children in a second grade. They ranged in intelligence from 79 to 97. The information appearing on this chart was obtained by testing. The test used was the Pintner-Cunningham Primary Test, Form B. This was given in the middle of January.

Pupil	M.A.	C.A.	I.Q.
1	6-2	7-8	79
2	7-0	8-5	83
3	6-7	7-10	83
4	7-0	7-10	90
5	7-10	8-4	97
6	6-11	7-8	90
7	7-1	8-0	89
8	6-9	7-10	86
9	7-2	8-3	87
10	7-4	8-1	91

After studying this table this is found to be true:

Average C.A.	7-10
Average M.A.	6-10
Average I.Q.	87

The first vocabulary test was given at the beginning of February when the study was started. The second check was given at the end of the study six weeks later. The final check was given six weeks after the conclusion of the workbook exercises. No further drill was given these words after the completion of the workbook exercises. After a lapse of six weeks a check was made to see how many of these words each child had retained.

VOCABULARY CHECK LIST

Pupil	Feb.1	Mar.22	May 10
1	4	60	58
2	8	63	58
3	5	61	58
4	5	64	61
5	5	64	60
6	4	58	49
7	8	65	62
8	5	66	61
9	7	64	60
10	6	65	63

The following vocabulary has been used in this workbook. The words besides being used in the Scott Foresman basic reader were checked against the following vocabulary lists - Gates, Thorndike's, International Kindergarten, Union and Wheeler, Howell and also Durrell's Primary Remedial Reading Vocabulary.

another
ask
bark
barn
because
buildings
calf
care
carrot
carry
catch
city
corn
country
crows
doesn't
door
drinks
ears
farm
feed
food
forgets
garden
giving
grunt
helped
hold
hungry
isn't
kitchen
kitten
left
long
longer
longest
milk
morning
never
night
opened
pail
pen
pet
pig
pond
quacked
rain
remember
rooster
short
shorter
shortest
should
shout
sleeping
smallest
sniffs
sometimes
swimming
tail
take
this
train
visit
wag
wagged
water
write
yard

The pages in the workbook that are illustrated and presenting the vocabulary were accompanied by definite directions for coloring. These directions were written on the board. This gave the children good practice in following directions, it also reviewed the colors, i.e. page one in the workbook was accompanied by the following directions:

This is Jane.

Color Jane's dress red.

Color her hair yellow.

Color her shoes black.

This is Dick.

Color his suit and socks blue.

Color his hair brown.

Color his shoes brown.

Color the grass green.

Similar directions were written on the blackboard for each page that was telling them the story.

To supplement the exercises found in this workbook were various games played by the children to give them additional drill.

Wordo which is the same as Bingo gives added practice in word recognition. The game can be played individually or with a group. It is more fun when the group plays.

Each child is given a card. On each card are twenty-four words using the vocabulary taught. Each card has the same words but in a different order. The teacher calls the word on his card. The child who is first to cover five words in a straight line, horizontally, vertically, or diagonally, wins the game. The player calls out "Wordo" and then repeats his words as a check.

W O R D O

pig	because	city	rain	remember
ask	crows	pet	drinks	visit
quacked	this	FREE	rooster	isn't
door	farm	never	milk	garden
longer	kitchen	grunt	duck	carry

An adaption of "Dominoes" can also be used. Cut cards about 1" by 2". These cards can be marked off and printed as dominoes with words taking the place of dots. The game is played as dominoes.

calf	ask	ask	food	food	city

A game making use of riddles can be What Am I or Who Am I. The others in the group try to guess.

I am brown and white.

I am Dick's pet.

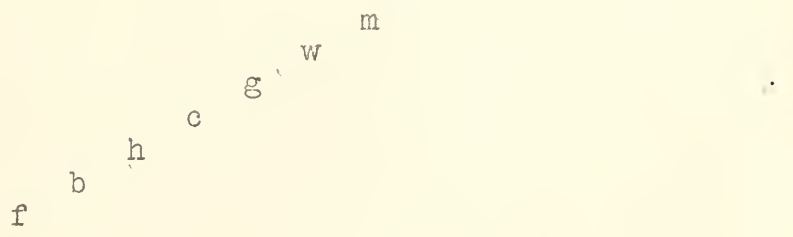
I like to eat bones.

I say "bow-wow."

Who am I?

Another game using initial sounds - it is also good using blends.

See if you can climb the hill. Give a word beginning with each letter.



Game of "Old Maid" is always a favorite. It helps to improve visual discrimination and helps children to increase their vocabulary. Prepare a deck of about twenty cards and have one extra card for the Old Maid. At the top of each card print a word and on another card print the same word, making a pair. In all you will have ten pairs and then the Old Maid card. The word on the Old Maid card can be changed frequently so they won't know it. All of the cards are dealt out. As pairs are formed the words are pronounced and

put on the table. Continue drawing from each other until all cards are matched. One person will be left with the Old Maid.

Many other games were used and could be added to this list. These are just suggestions.

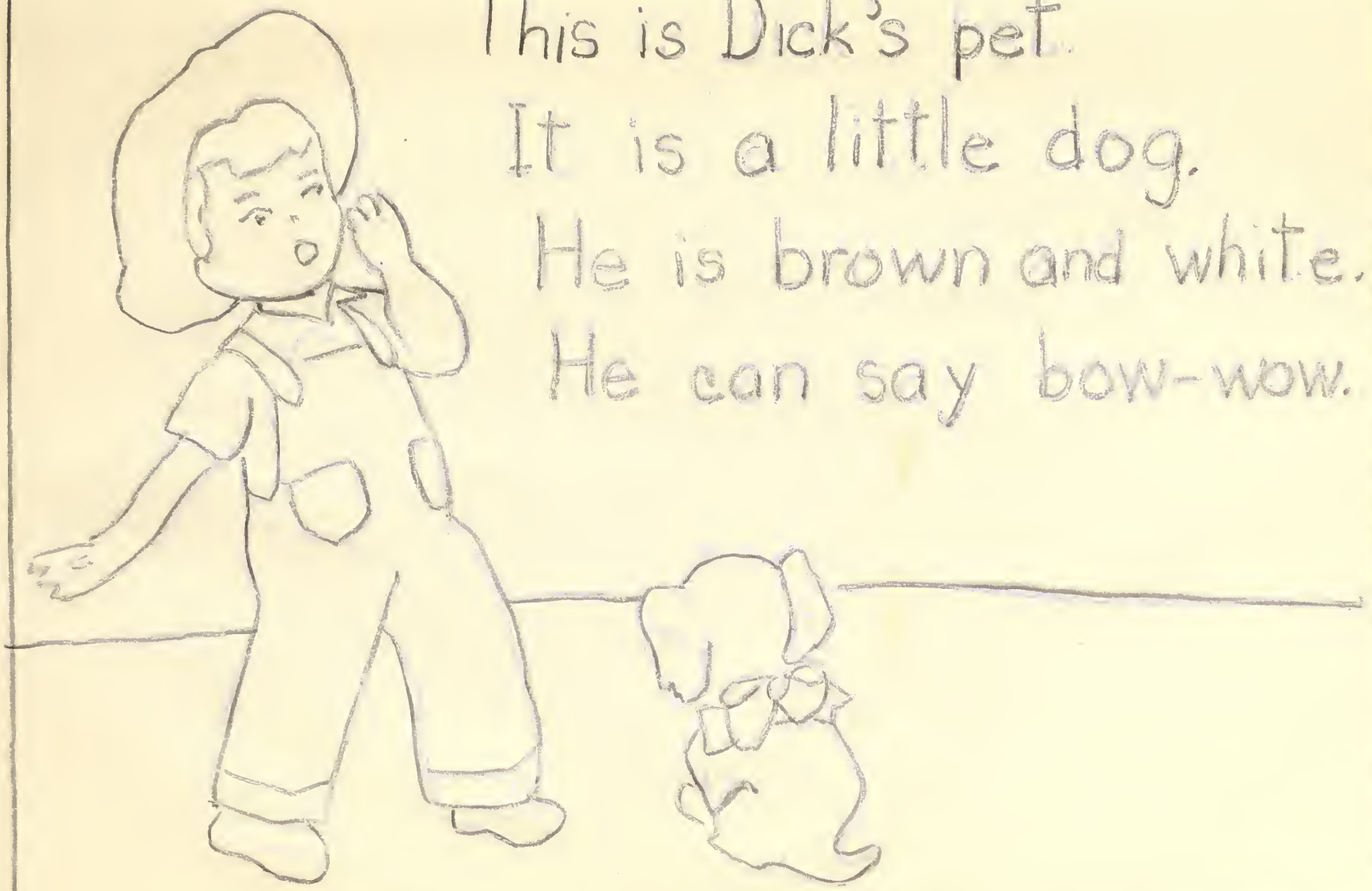
CHAPTER IV

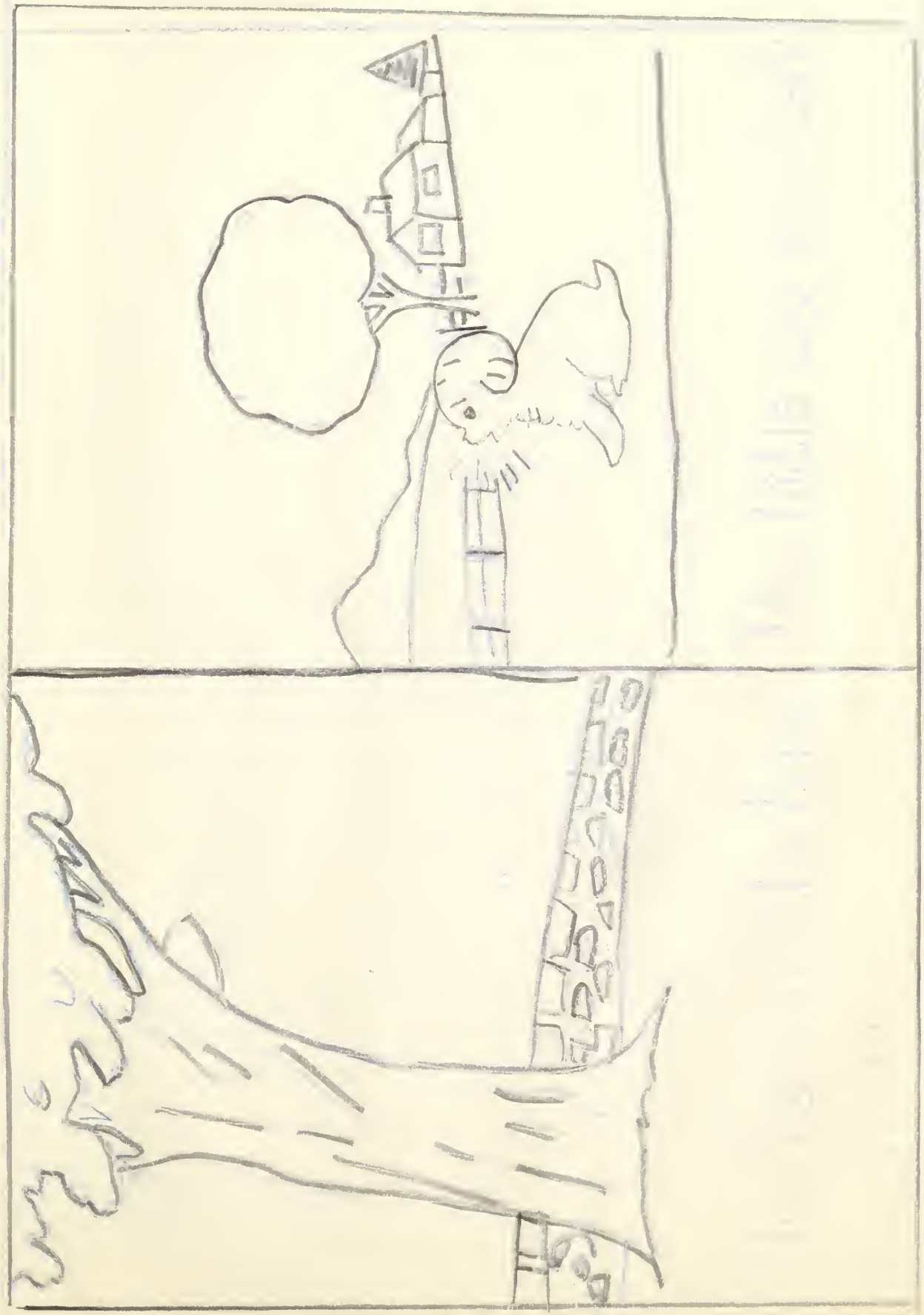
WORKBOOK EXERCISES

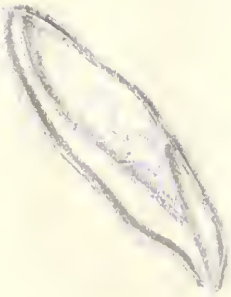
This is Dick.

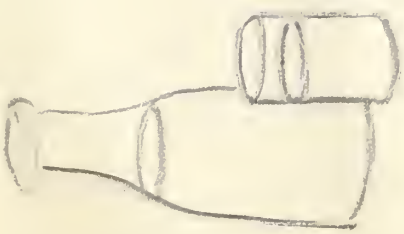
This is Jane.

Jane has a pet.
It is a kitten.
It drinks milk.
It says mew.
It is hungry.


This is Dick's pet.
It is a little dog.
He is brown and white.
He can say bow-wow.

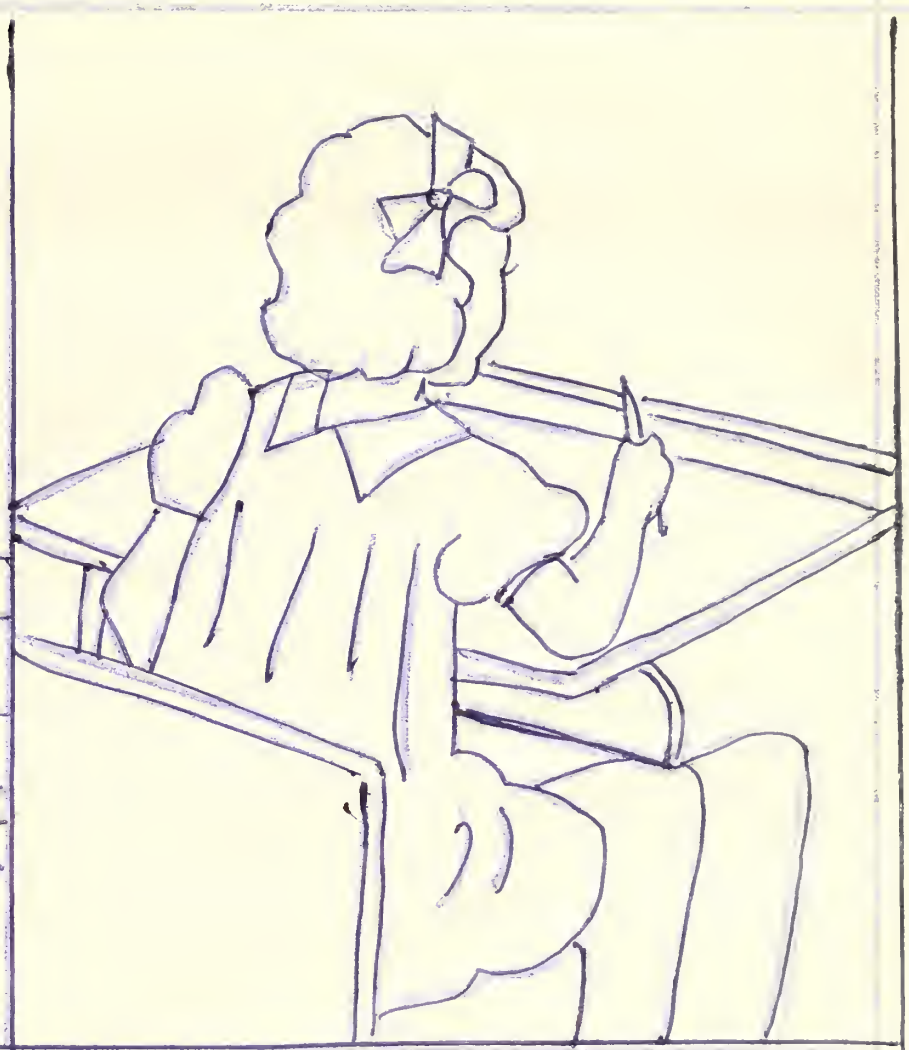






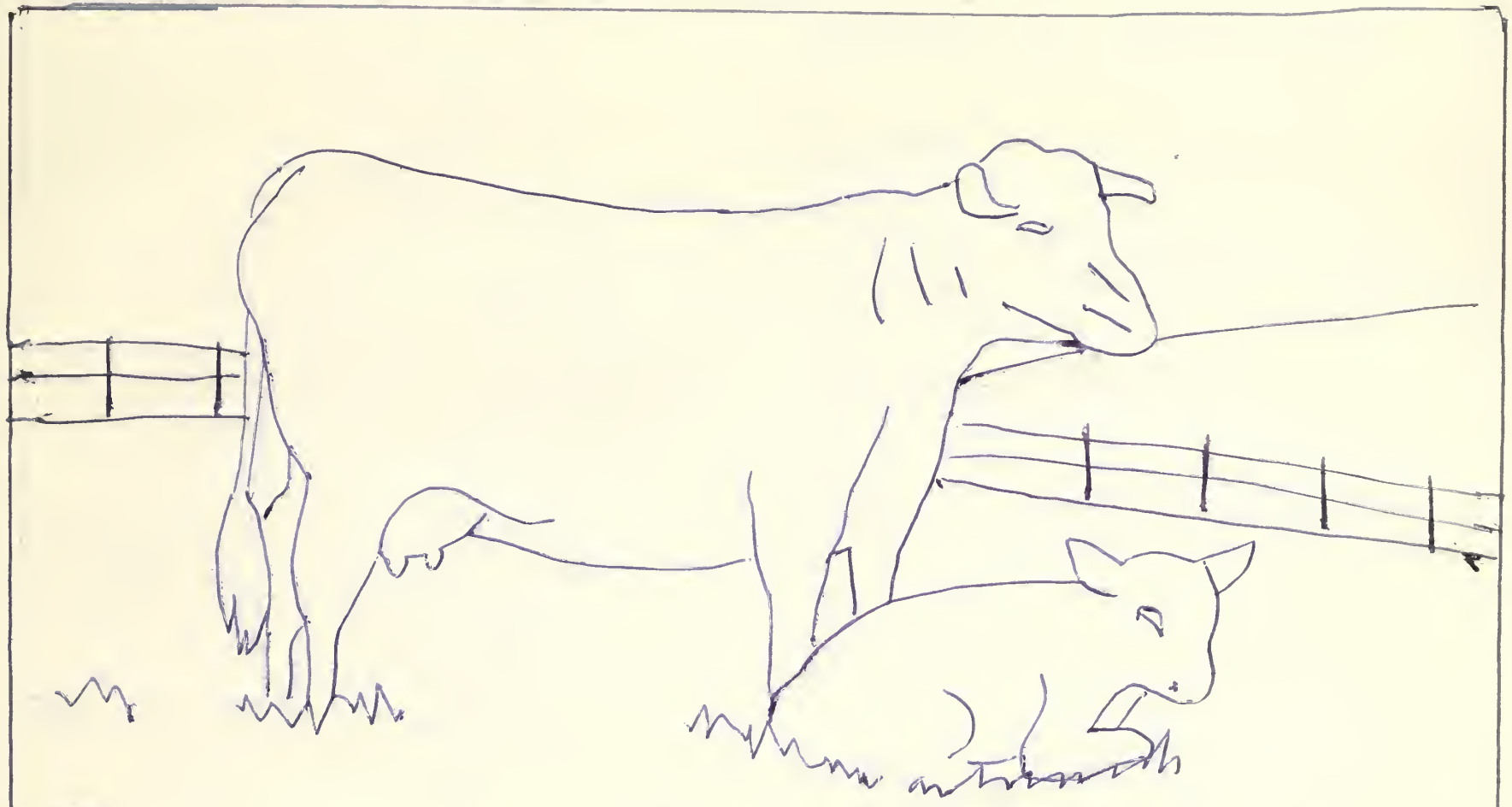
Dick and Jane
are feeding the
pigs
Jane is giving
them water
The pigs grunt
when they see
the food.

The pig is in a pen.



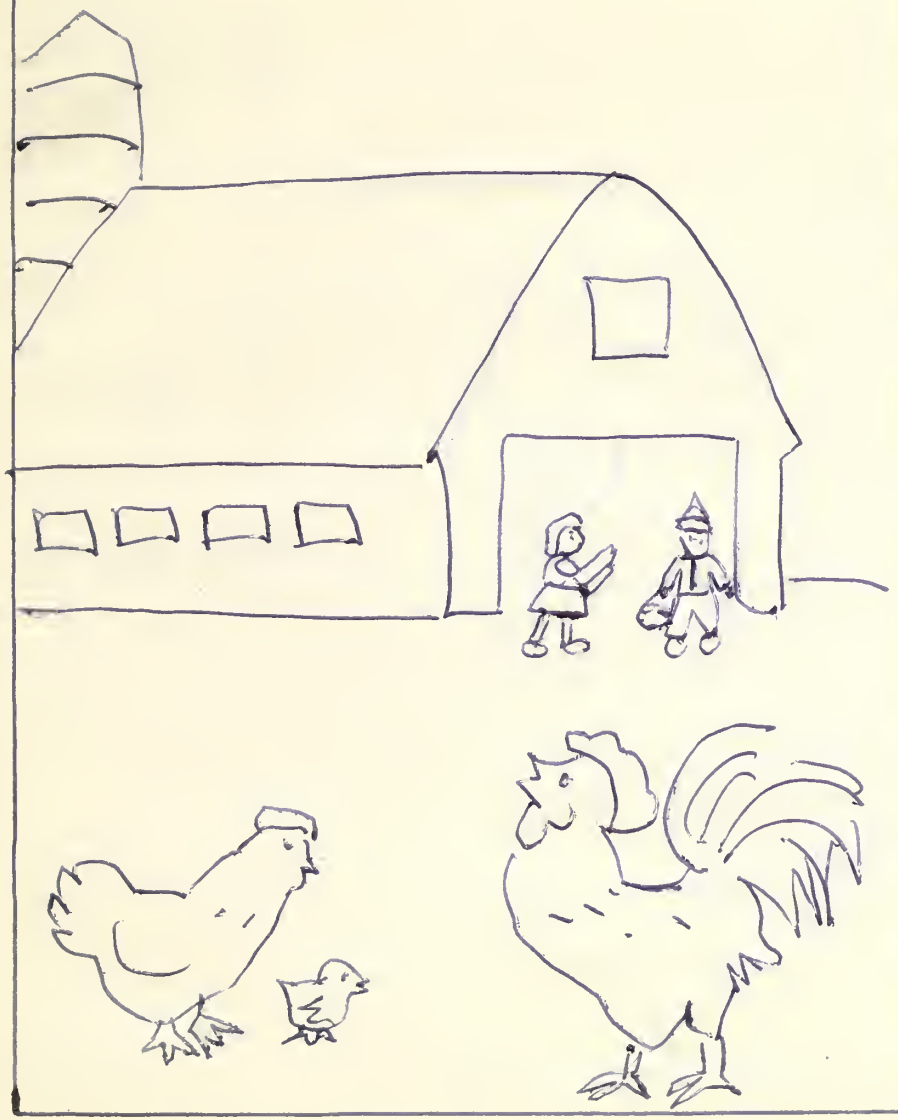
Jane writes with a pen.

Dick is feeding the ducks.
They quacking for food
They are in the yard
He never forgets to feed his pets



This is a cow. She gives us milk.
She has a baby calf. She says, "Moo."

Here is another pet.
The rabbit has long ears.
He has a short tail.
He sniffs the carrot.



Jane helped Dick.
She opened the
barn door.
Dick is carrying
the corn.
He will feed the
rooster and hen.
The rooster crows.

Draw a line under the right [illegible]

We go to [illegible] at
right night sight

The dog and cat are
gets bets pets

Did you hear the pigs
grunt hurt blunt

I like to look at the
bigs pigs digs

It is fun to
lay play ray

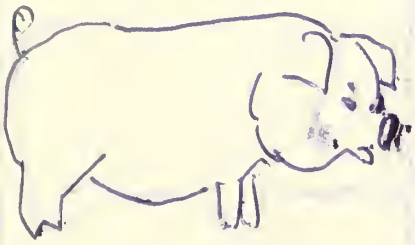
Jut has a pet
dog log hog

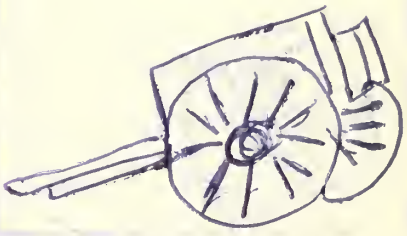
[illegible]
[illegible]

	ball
	The cart is red
	The duck says quack
	The hen is

A dog can bark.

The pig lives in a





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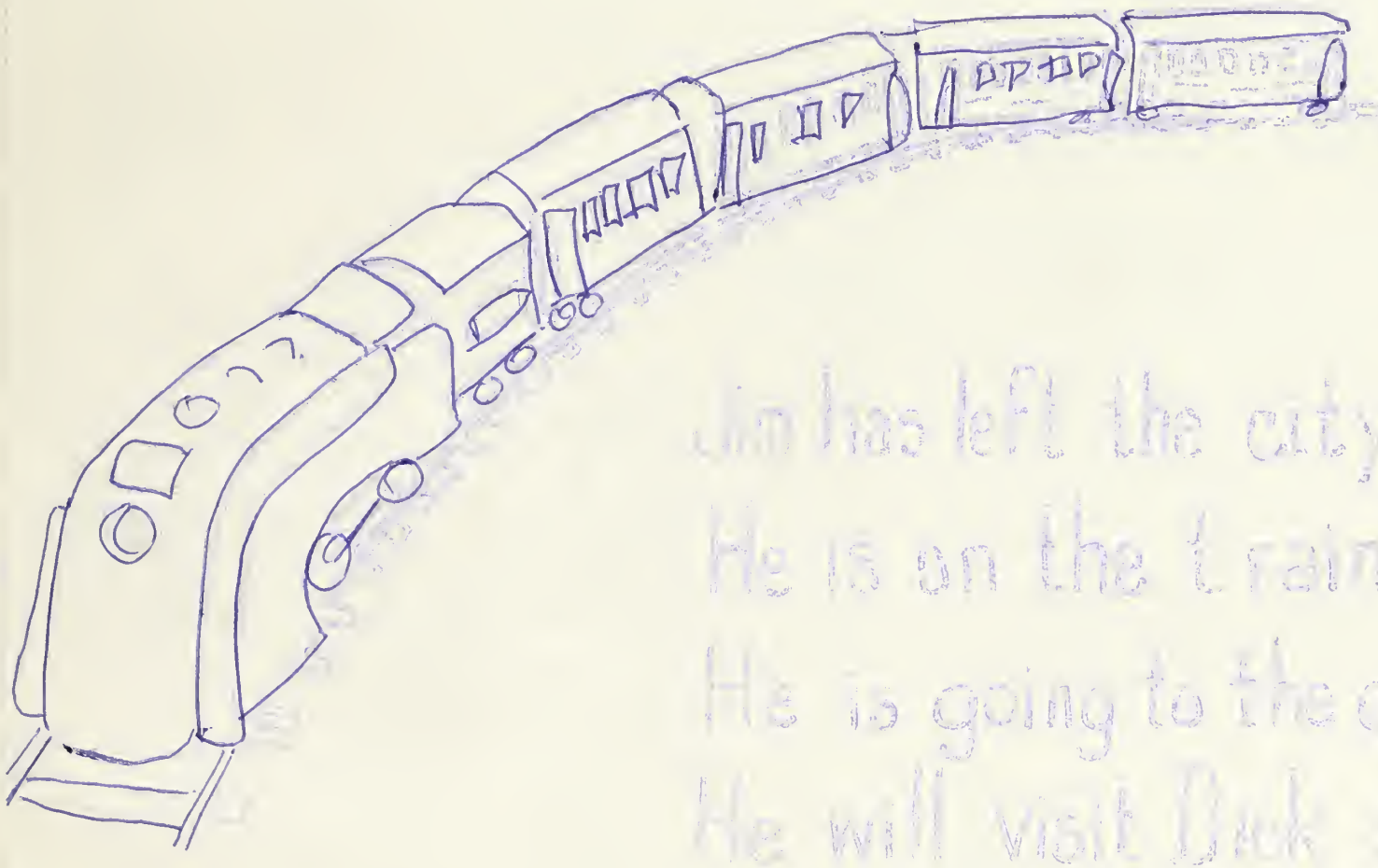
Draw a picture for each word

Cut out and Paste

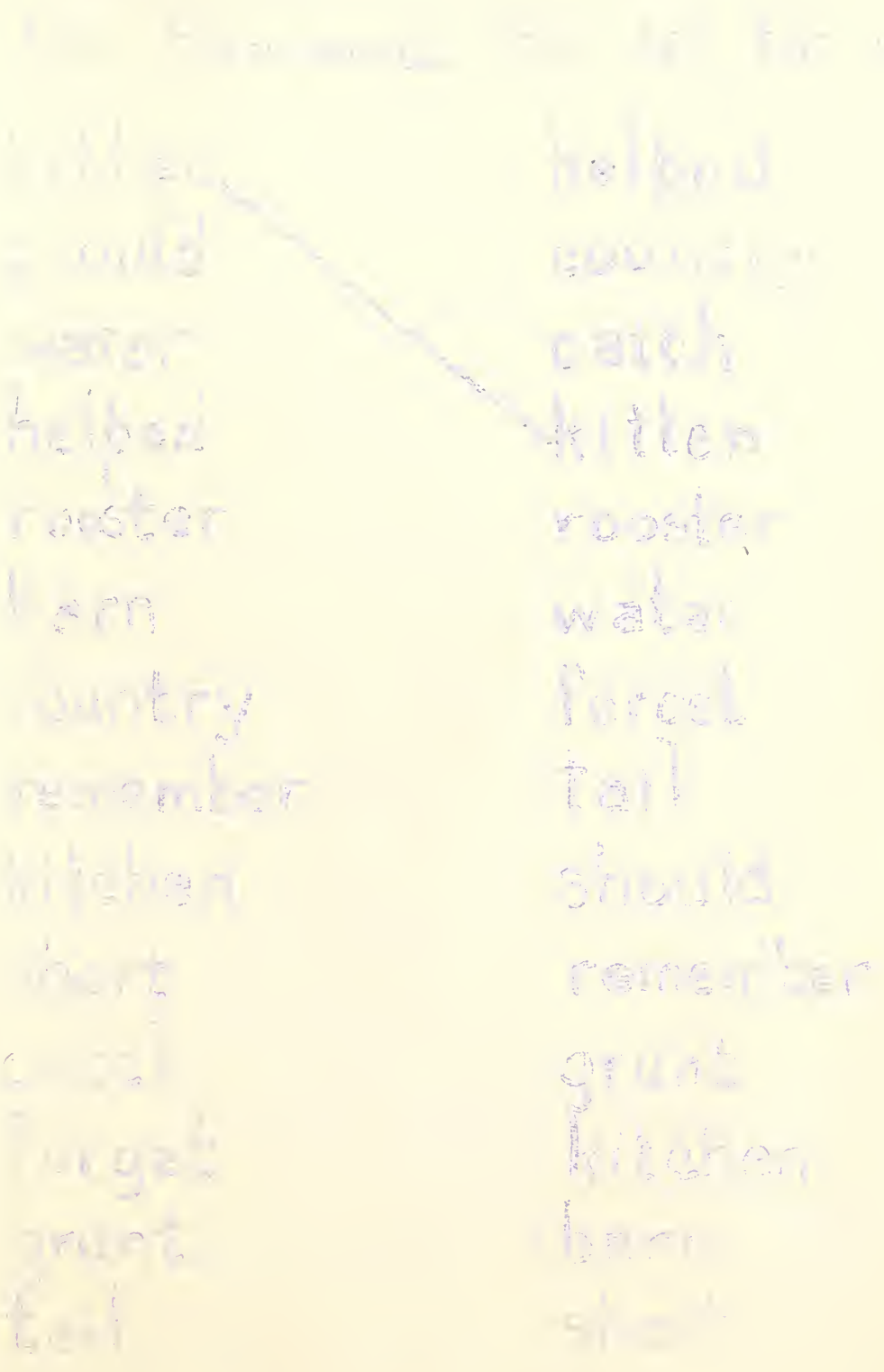
rabbit	pig	milk
kitten	building	rooster
barn	[illegible]	[illegible]

This is the city.
See the big buildings.
Jim lives here.



Jim has left the city.
He is on the train.
He is going to the country.
He will visit Dick and
Jane at the farm.

This is Jim.
He lives in the city
He has come to
visit Dick and Jane
in the country.
He will have fun
with Dick and Jane
and the pets.


helped
could
catch
kitten
rooster
water
forest
tail
should
remember
ground
kitchen
chicken
sheep

Write the word that means more than one by adding s.

pet _____

kitten _____

rooster _____

barn _____

door _____

carrot _____

tail _____

pig _____

ear _____

hen _____

building _____

a baby calf.
in the country
on the farm

[illegible]

[illegible]

hold the door

remember to go

go to the city

a short tail

good night

catch the ball

isn't big

give a carrot

hold the pet

does shout

[illegible]

[illegible]

a long tail

good morning

open the door

drop the ball

is big

forget to go

take a carrot

doesn't shout

go to the country

put down the pet

Find one word that is different from all the others

stop	stop	spot	stop
pat	tap	pat	pat
was	was	saw	was
yes	say	say	say
no	no	no	on
pot	top	pot	pot
dig	dig	big	dig

Draw a line under the right word.

The boy [illegible] dog saw [illegible]

The man had [illegible] home. [illegible] no

He [illegible] a good boy. saw was

[illegible] she [illegible] say yes

Please [illegible] at the corner stop [illegible]

Choose the right word.

old	big	fast
older	bigger	faster
oldest	biggest	fastest

short	long
shorter	longer
shortest	longest

Dick's dog is _____ than Jane's kitten.

Dick runs _____ than Jane.

That is the _____ pig in the pen.

We went the _____ way home.

That is a _____ ball.

He read the _____ story in the book.

CHAPTER V

SUMMARY AND CONCLUSIONS

The author feels that this workbook on the whole was a success. The workbook provides the much needed supplementary material necessary for this slow-learning group. It was felt that each child moving along at his own rate of speed developed a feeling of confidence as he found himself able to progress successfully while using this specially prepared workbook.

There were certain educational gains made that the author feels this group will always profit from. An important gain was in language development. These children gained much confidence in themselves and enjoyed standing up before the rest of the group and telling about their pets. By presenting their stories to the class their organization of ideas became better and when it was their turn to listen, they listened attentively. Children that were most hesitant at standing up and talking before the group when this unit was started seemed more anxious to stand up and tell what they knew about pets after we had started this work. They found they were able to do this easier and so they no longer minded standing up and talking before the group. The author feels the confidence they have gained will be most valuable

to them all through their life.

At the beginning of this study the author wanted to develop an interest and love for reading in these pupils. This objective has been partially fulfilled and it is hoped that it will continue to be fulfilled as these children grow. As these children used this workbook and found they were able to do the work they appeared to be much more anxious to try to learn. Their work was judged according to each child's capacity for learning. A child's confidence is built up when his work is held up to the rest of the class as being good. It was possible to hold "good" work of this slow-learning group up for the others to see because these children were able to do this specially prepared material well. By being able to praise the work of these children they were encouraged so that they were willing to try and work much harder.

It seems as if the life of these children may have been effected by this study. It seems as if the personalities of these children have definitely been effected. There is nothing that causes a more warped personality than when a child feels that he can't do the work and that he will be ridiculed by the rest of the class as being "dumb". These children, if their difficulties are realized and work commensurate to their ability is given them, will

not feel that they are different from the rest but instead will feel themselves a definite part of the whole group and capable of adding information that interested the others.

After finishing the work in this workbook these children appeared to have improved in skills and abilities. Each child after using this prepared workbook appeared to be more capable of sitting down and working by himself, and seemed to have gained enough confidence in himself to be able to do this. Before, because of the lack of confidence in himself he always felt he must either ask the teacher or some other pupil to help him. The children in the group became more interested in reading because they had developed strength in visual discrimination and so were able to attack new words more easily. This workbook in all appearances seems to have helped this group overcome many of their reading difficulties which had needed special attention.

In summarizing the value of this workbook as a pupil's tool it does provide for individual growth.

1. It helped the child to develop the ability to evaluate his own work by comparison with others in the group.

2. It strengthened the child in making visual and

auditory discriminations.

3. It helped the child to be better at working independently.

4. It helped the child to follow directions better.

5. It strengthened the ability to recall material read and to be able to retell it to the class.

6. It helped to develop the ability to organize material to be told to the class.

7. It strengthened the ability to come before class and tell about some personal experience.

8. It helped the child to enunciate clearly.

9. It developed growth in both skills and attitudes.

CHAPTER VI

SUGGESTIONS FOR FURTHER RESEARCH

In spite of all the advantages listed in the previous chapter it is felt that one cannot say that this workbook is the solution to helping all slow learners. This group of children definitely profitted from this workbook. These children were all members of the slow division in a second grade. It must be admitted that they are all slow learners but not so slow but what they are capable of going along with the rest of the class at a modified rate. This workbook was most satisfactory with them. The exercises can be modified if necessary to conform another year with another group.

The author would like to be able to use this workbook with a larger group of slow learning children and see if the children would be just as interested in the exercises as this group was and if they would be as successful as these children. Because of the smallness of this group it is not possible to make any definite statement as to the workbook's specific value except to say that this group definitely profited by its use and that it could be used and be helpful with other similar groups.

As is true of all studies there are certain questions

that arise as the study proceeds such as:

1. What is the best way of teaching new words to these slow learners; by context clues, phonetically, or a combination of both?

2. Does reading material with a controlled vocabulary prove more satisfactory with this group than material written for the average child?

3. What type of words cause the most difficulty in teaching?

4. Do illustrations help to fix word meanings?

5. Does motivation have a great deal to do with the learning of these slow learning children?

6. Is comprehension improved by keeping a constant check?

There is still a great deal more to be studied in order to help this large group of slow learners in our educational system.

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APPENDIX

The following pages tabulate the results of the the three vocabulary tests given to ten individual slow learning children during the study.

Pupil No. 1

Vocabulary Test

Vocabulary

[illegible]			
[illegible]		X	X
[illegible]			X
[illegible]		X	X
[illegible]	X	X	X
[illegible]		X	
[illegible]		X	X
[illegible]		X	X
[illegible]		X	X
[illegible]			X
[illegible]		X	X
[illegible]		X	X
[illegible]		X	X
[illegible]		X	X
[illegible]		X	X
[illegible]			
[illegible]			
[illegible]	X	X	X
[illegible]		X	
[illegible]		X	X
[illegible]		X	X
[illegible]		X	X
[illegible]		X	X

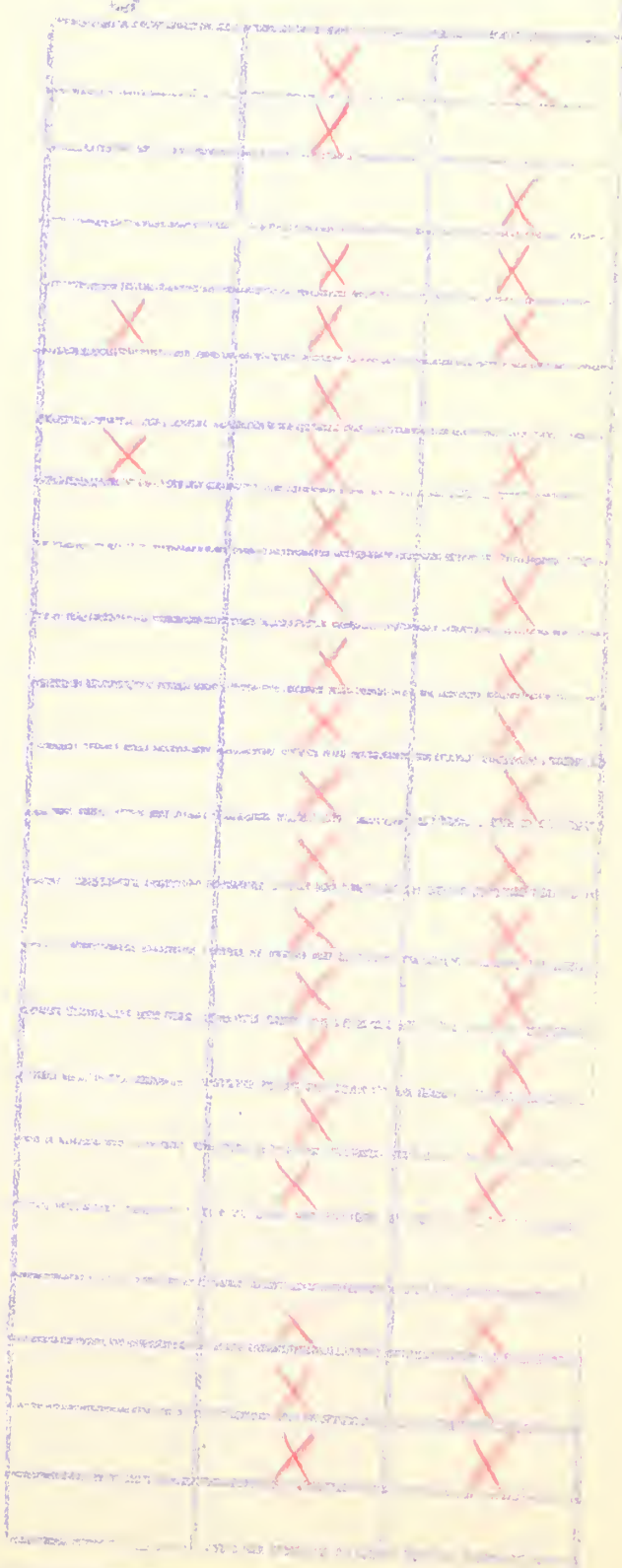
4 60 58

Pupil No. 2

Vocabulary Test

Vocabulary

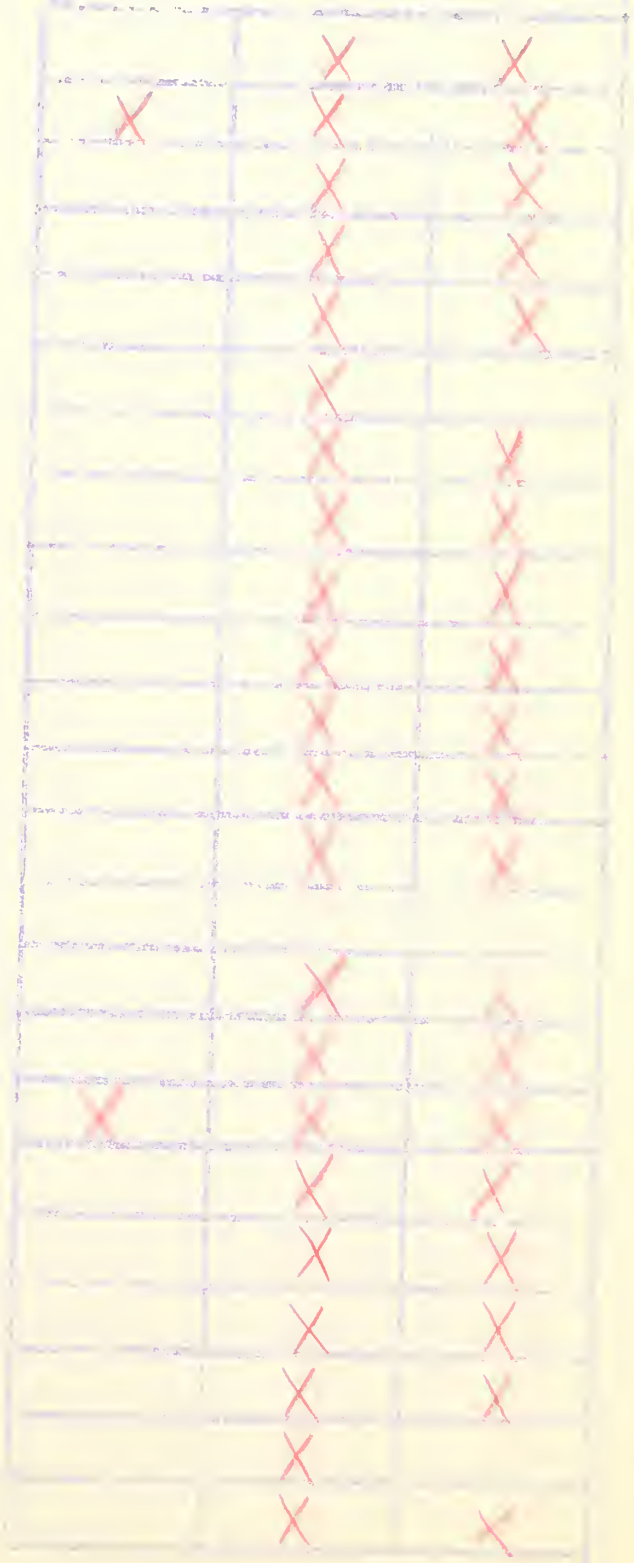
garden		X	X
giving		X	
grunt			X
helped		X	X
hold	X	X	X
hungry		X	
isn't	X	X	X
kitchen		X	X
kitten		X	X
left		X	X
long		X	X
longer		X	X
longest		X	X
milk		X	X
morning		X	X
never		X	X
night		X	X
opened		X	X
pail			
pen		X	X
pet		X	X
pig		X	X
pond			



8
63
58

Pupil No. 3

Vocabulary Test

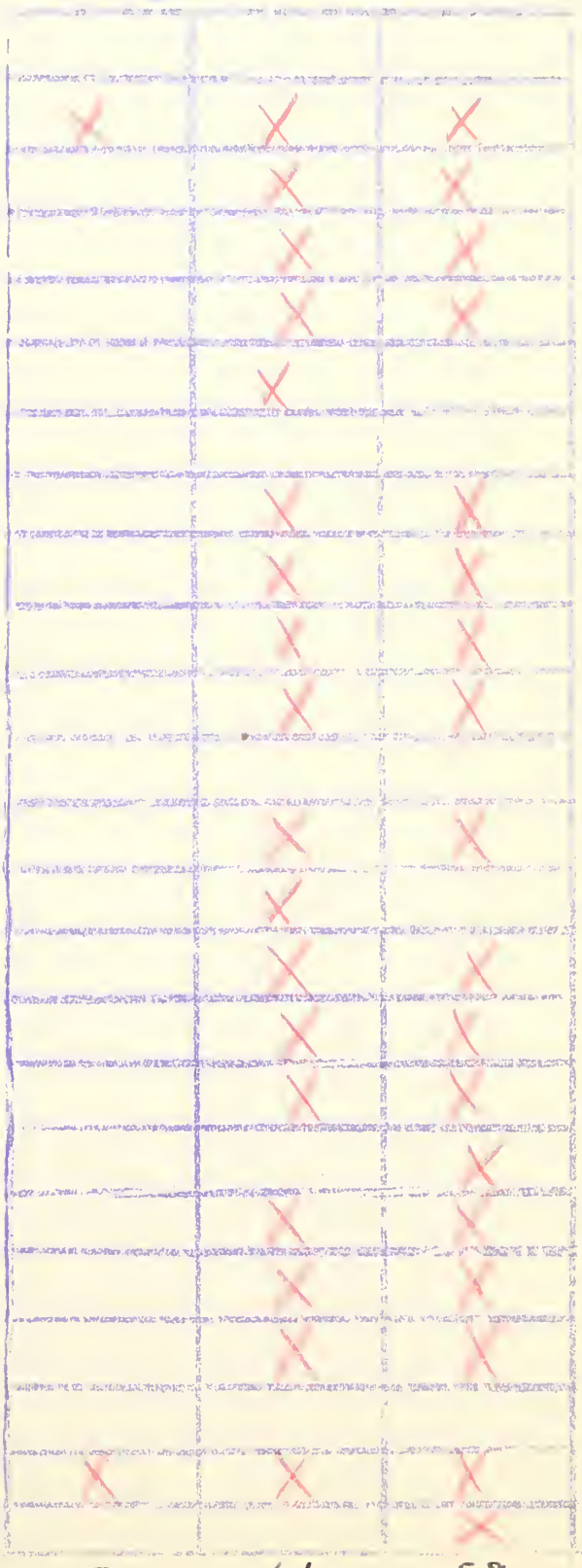


Vocabulary

	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	
X	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X

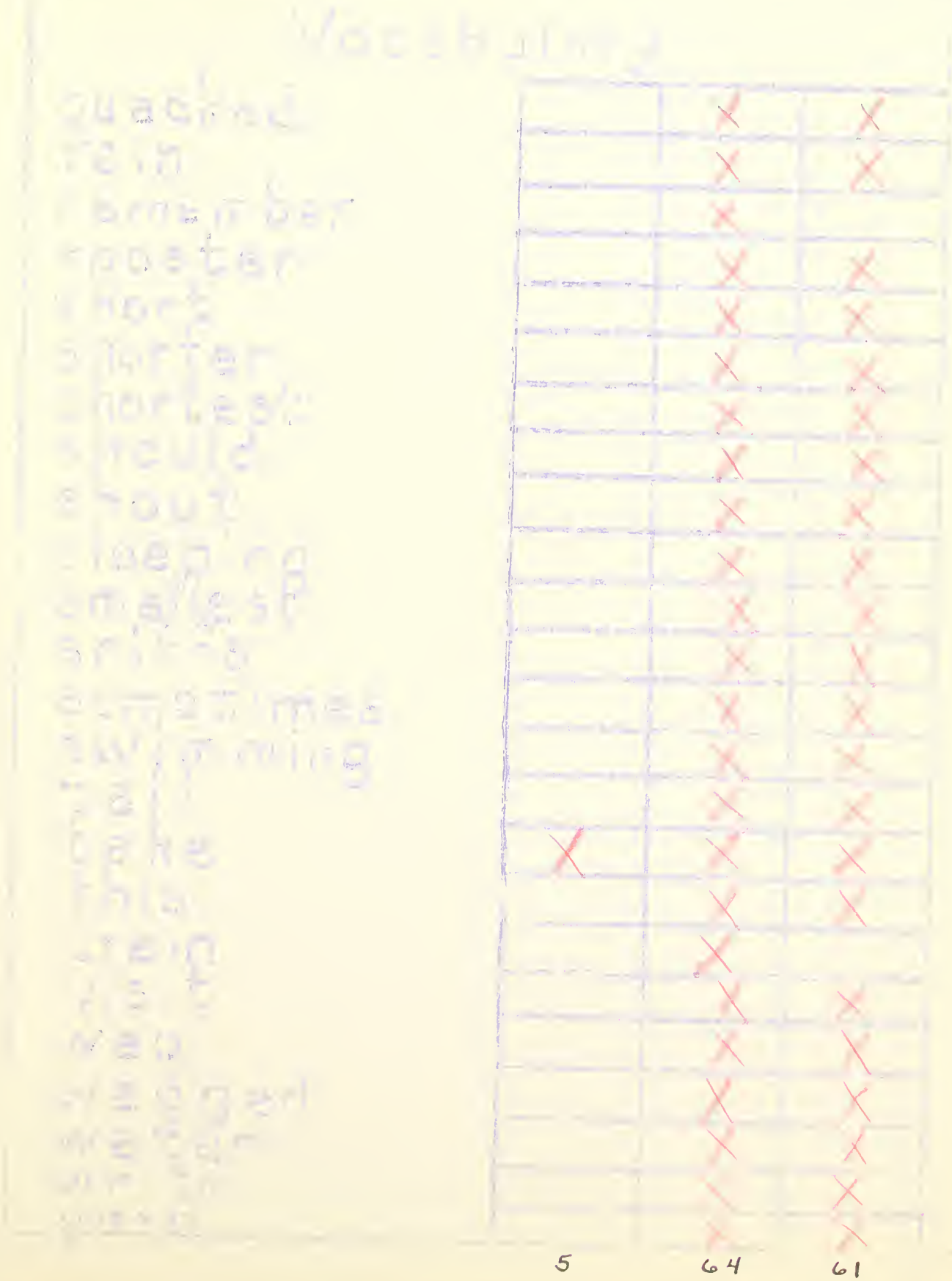
Vocabulary

quacked			
rain	X	X	X
remember		X	X
rooster		X	X
short		X	X
shorter		X	
shortest			
should		X	X
shout		X	X
sleeping		X	X
smallest		X	X
sniffs			
sometimes		X	X
swimming		X	
tail		X	X
take		X	X
this		X	X
train			X
visit		X	X
wag		X	X
wagged		X	X
water			
write	X	X	X
[illegible]			X
	5	61	58

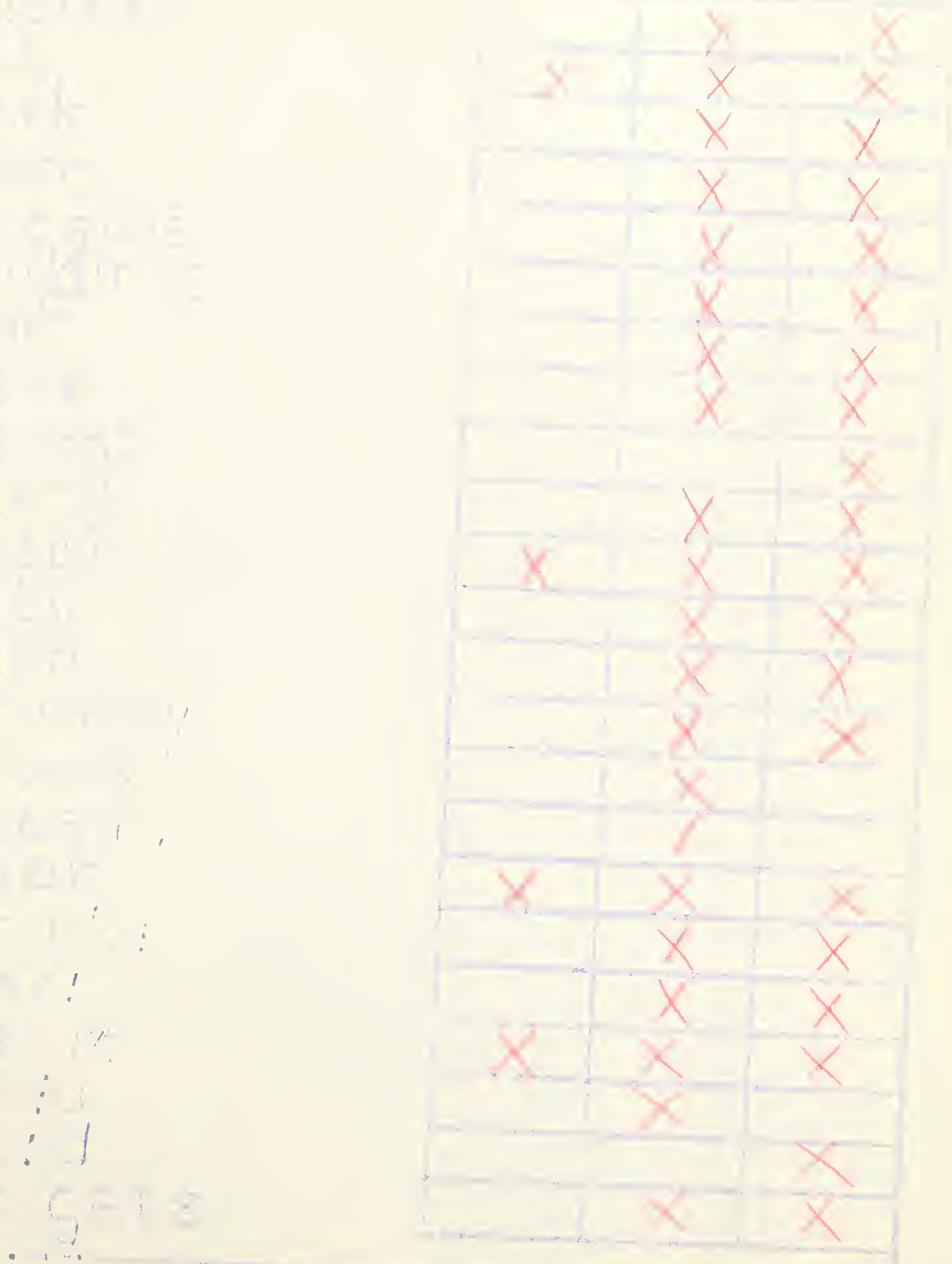


Pupil No. 4

Vocabulary

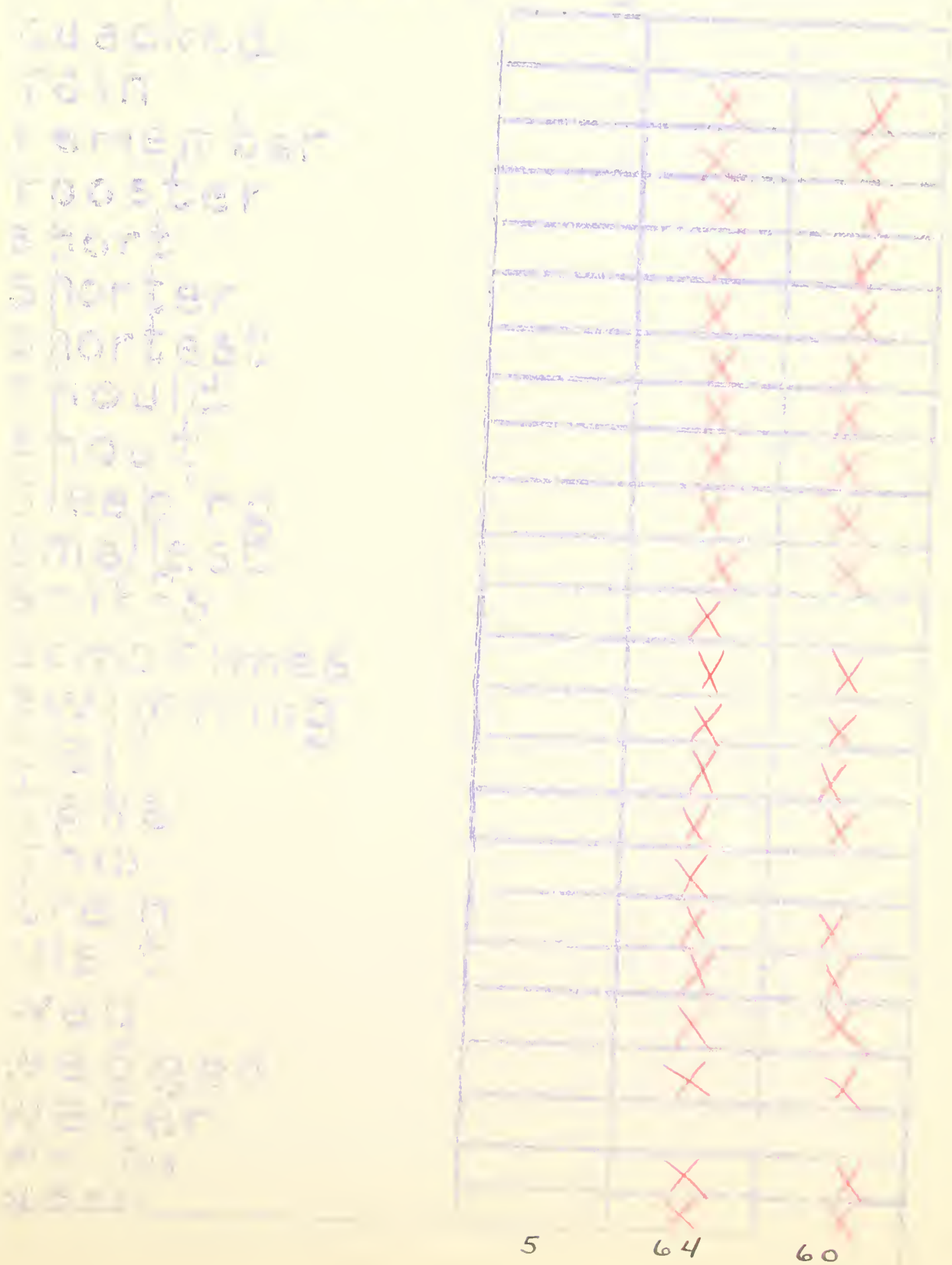

5
64
61

Pupil No. 5



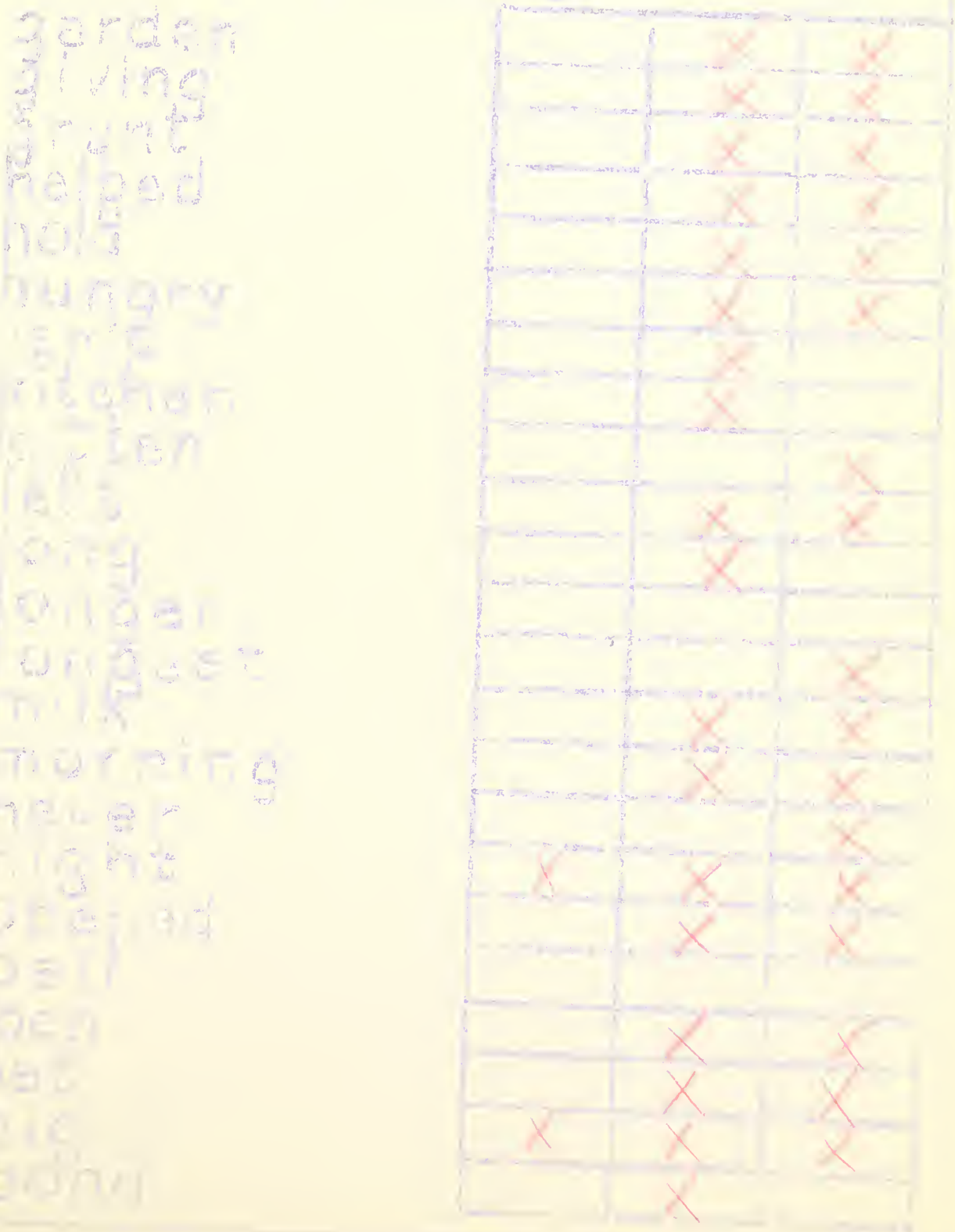
Vocabulary

Vocabulary



Pupil No. 6

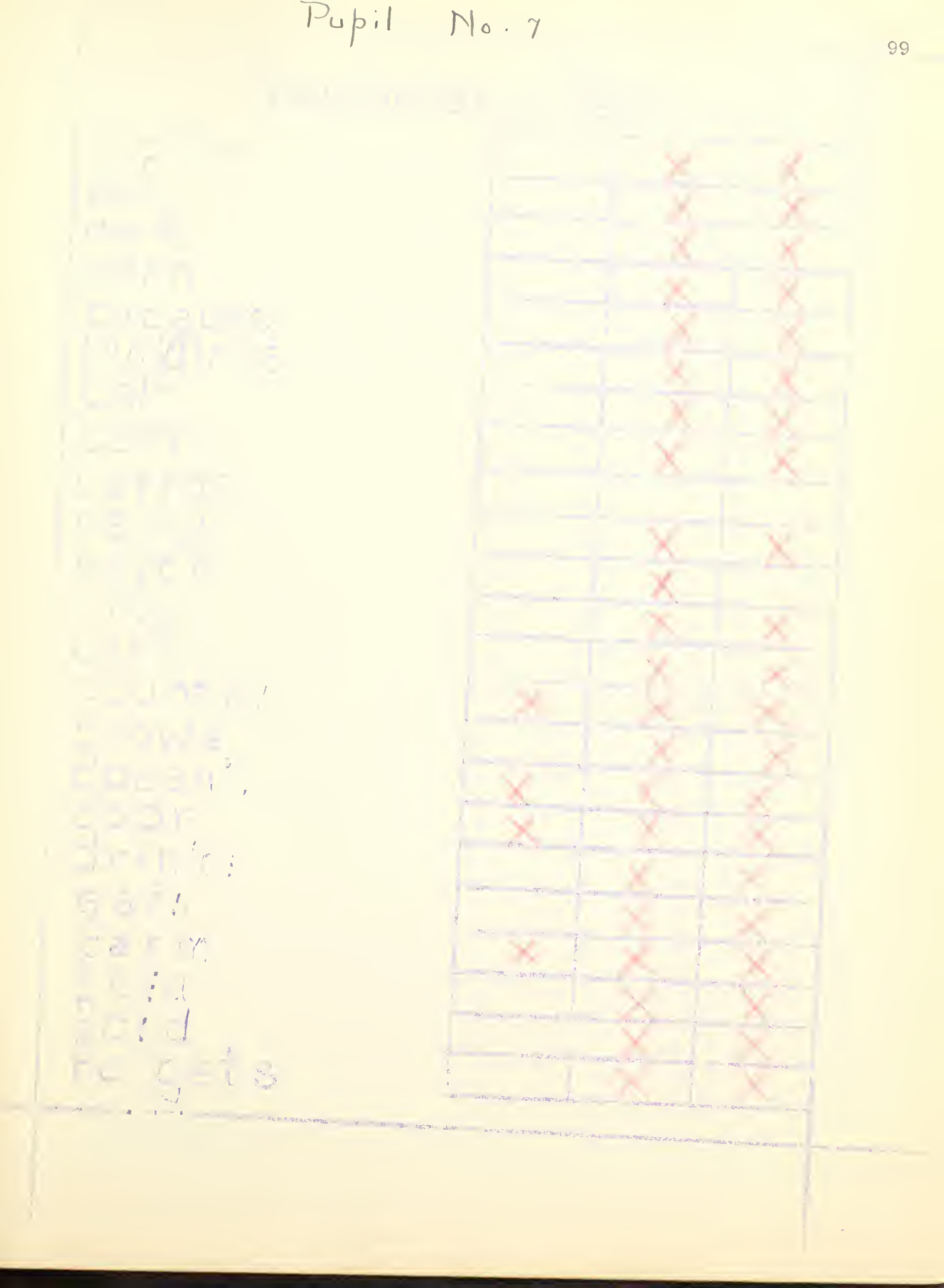
Vocabulary



Vocabulary

quacked			
rain		X	X
remember		X	X
rooster		X	X
short		X	X
shorter		X	X
shortest		X	X
should		X	
shout			
sleeping		X	X
smallest		X	X
[illegible]		X	
sometimes		X	X
swimming			
tail		X	X
take		X	X
this		X	X
train		X	X
visit		X	
wag		X	X
wagged		X	X
water		X	
[illegible]	X	X	X
[illegible]			
	4	58	49

Pupil No. 7



Vocabulary

garden	X	X	X
giving		X	X
grant		X	X
helped		X	X
hold		X	X
hungry		X	X
ant			X
kitchen		X	
kitten		X	X
left		X	X
long		X	X
longer		X	X
longest		X	X
milk	X	X	X
munting		X	
never		X	X
night		X	X
opened	X	X	X
pail		X	X
pen		X	X
pet		X	X
pig		X	X
pond			

Vocabulary

quacked		X	X
rain		X	X
remember		X	
roaster		X	X
short		X	X
shorter		X	X
shortest		X	X
should		X	X
shout		X	X
sleeping		X	X
smallest		X	X
sniffs		X	X
sometimes			X
swimming		X	X
tall		X	X
take	X	X	X
this	X	X	X
train		X	X
visit		X	
way		X	X
weighed		X	X
water		X	X
[illegible]		X	X
[illegible]		X	X
[illegible]		X	X
	8	65	62

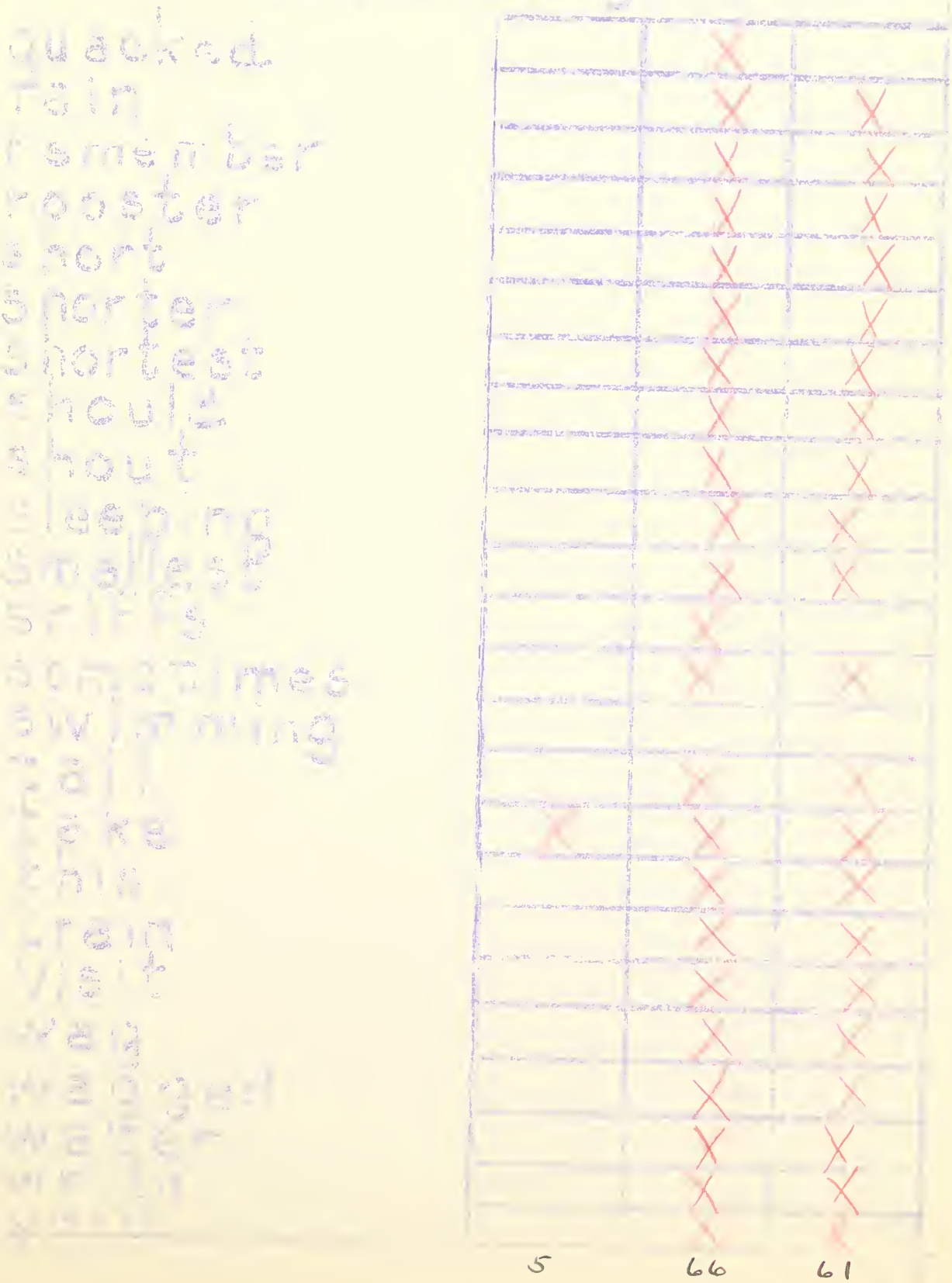
Pupil No. 8

Vocabulary

garden		X	X
giving		X	X
grunt		X	X
helped		X	X
hold		X	X
hungry			
ian't	X	X	X
kitchen		X	X
kitten		X	
left		X	X
long		X	X
longer		X	X
longest		X	X
milk		X	X
morning		X	X
never		X	X
night		X	X
opened		X	X
pail		X	X
pan		X	X
pet		X	X
big	X	X	X
pond		X	X

Vocabulary

quacked		X	
rain		X	X
remember		X	X
rooster		X	X
sport		X	X
shorter		X	X
shortest		X	X
should		X	X
shout		X	X
sleeping		X	X
smallest		X	X
sniffs		X	
sometimes		X	X
swimming			
tail		X	X
take	X	X	X
this		X	X
train		X	X
visit		X	X
wag		X	X
wagged		X	X
water		X	X
[illegible]		X	X
[illegible]		X	X
		X	X
	5	66	61



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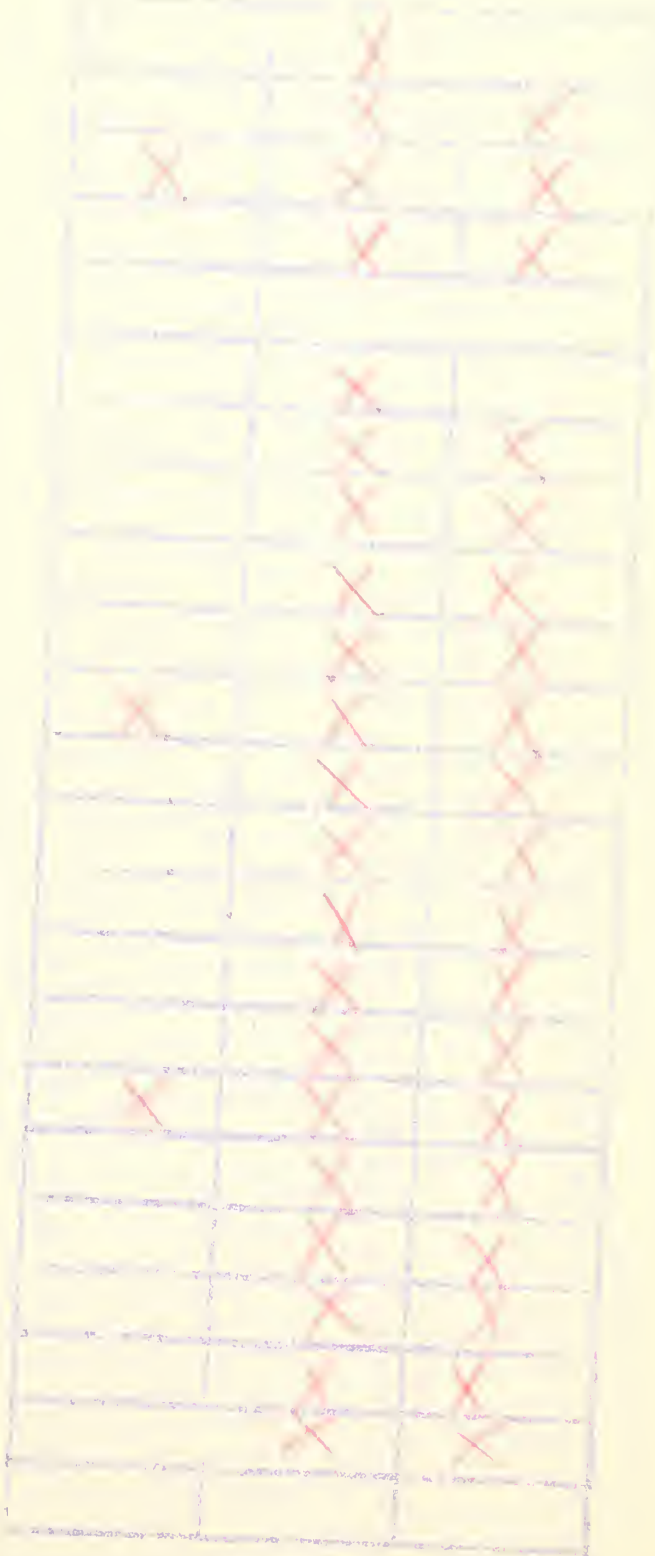
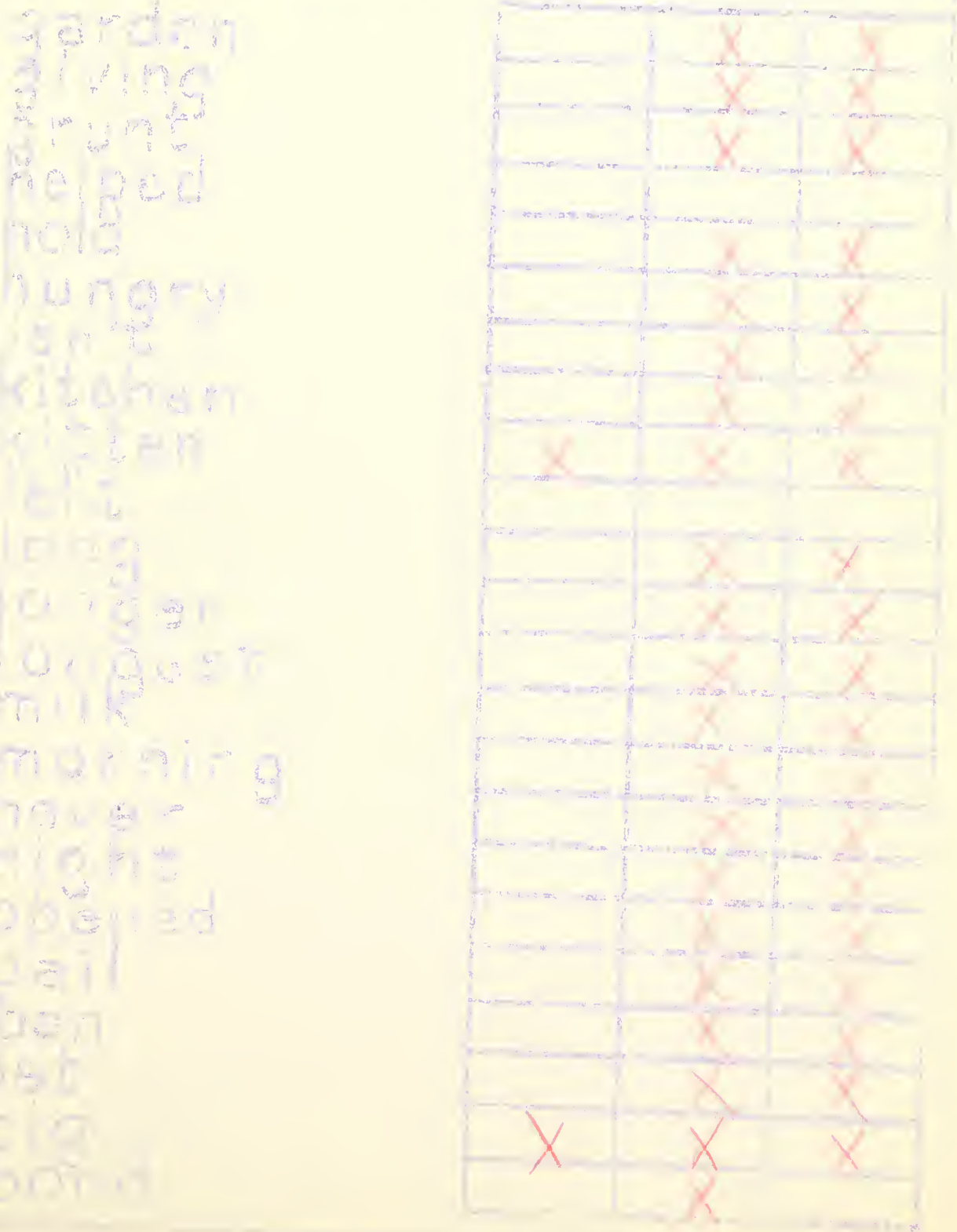


Vocabulary

garden		X	X
giving		X	X
grunt		X	X
helped			
hold		X	X
hungry		X	X
isn't		X	X
kitchen		X	X
kitten	X	X	X
left			
long		X	X
longer		X	X
longest		X	X
milk		X	X
morning		X	X
never		X	X
night		X	X
obeyed		X	X
pail		X	X
pan		X	X
pet		X	X
pig	X	X	X
pond		X	



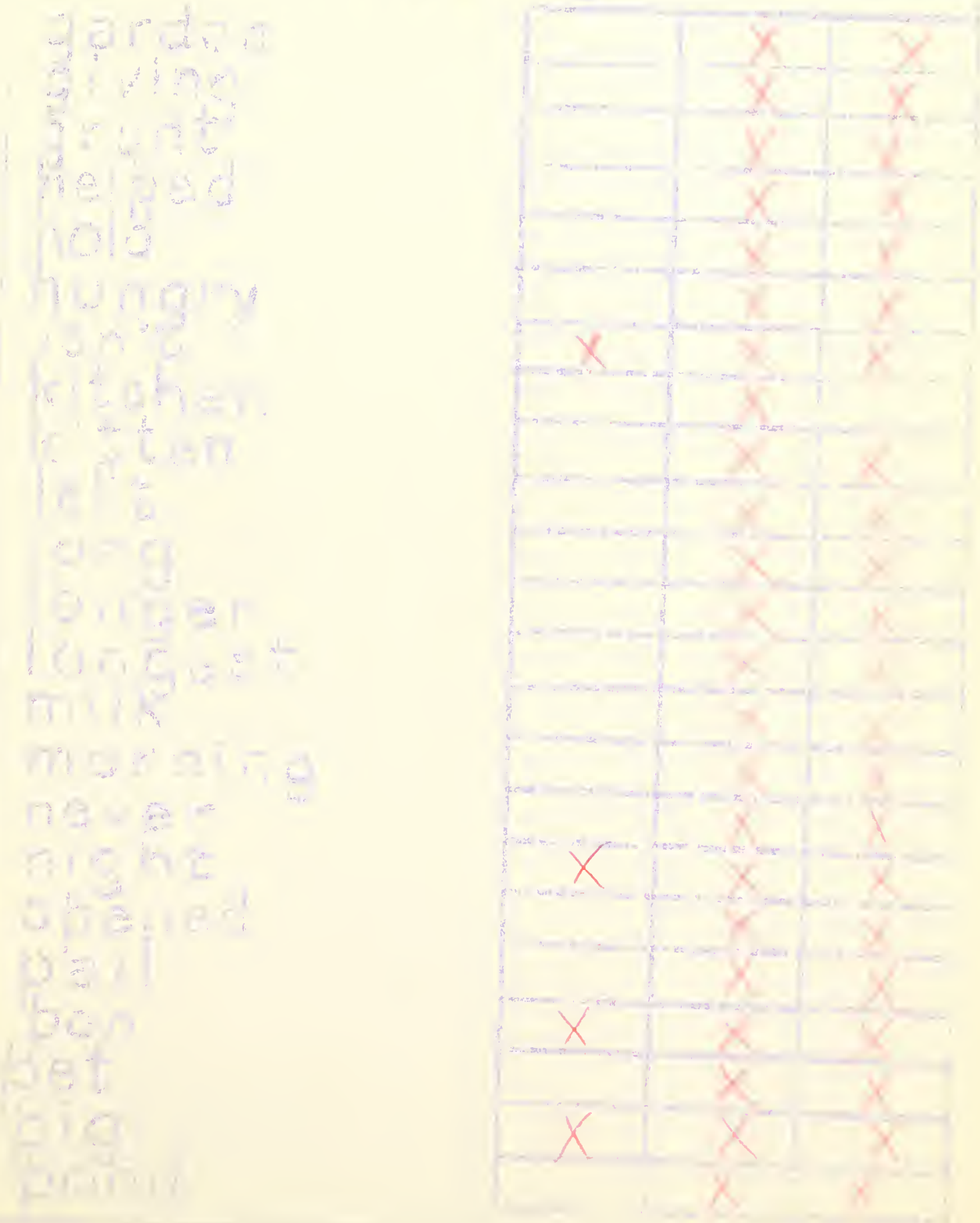
Vocabulary

quacked			X
rain		X	X
remember		X	X
rooster		X	X
short		X	X
shorter		X	X
shortest		X	X
should	X	X	X
shout		X	X
sleeping		X	X
smallest		X	X
smiles		X	X
sometimes			
swimming		X	X
tall		X	X
take		X	X
this		X	X
train		X	
visit		X	X
wait	X	X	X
wagon		X	X
water		X	X
while		X	X
	7	64	60

Pupil No. 10

Vocabulary

garden		X	X
giving		X	X
grunt		X	X
helped		X	X
hold		X	X
hungry		X	X
isn't	X	X	X
kitchen		X	
listen		X	X
let's		X	X
long		X	X
longer		X	X
longest		X	X
milk		X	X
morning		X	X
never		X	X
night	X	X	X
opened		X	X
pail		X	X
pan	X	X	X
pet		X	X
pig	X	X	X
pond		X	X

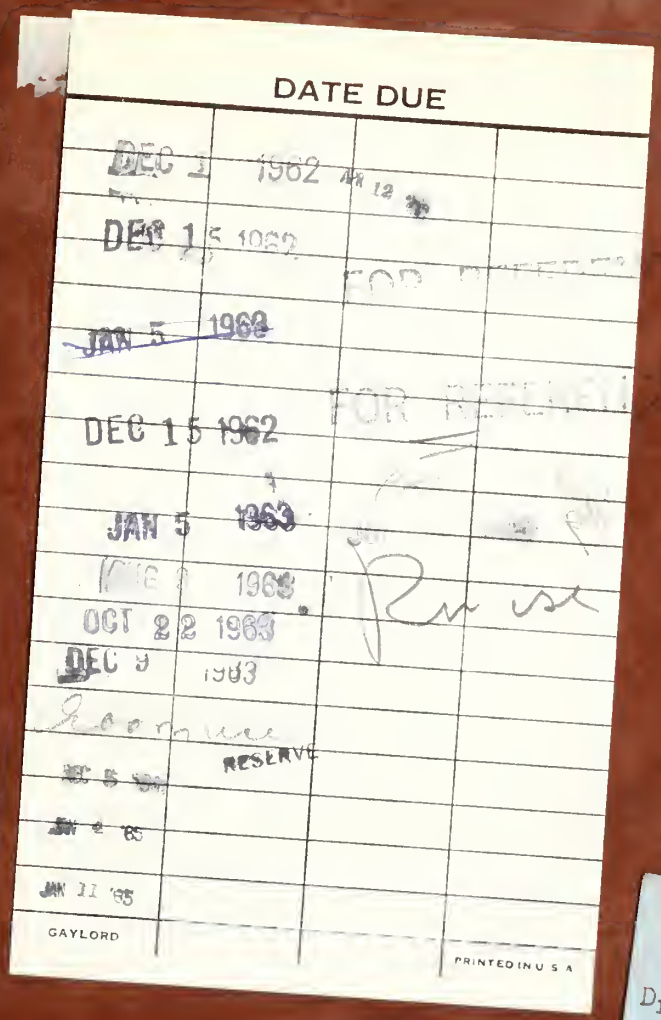


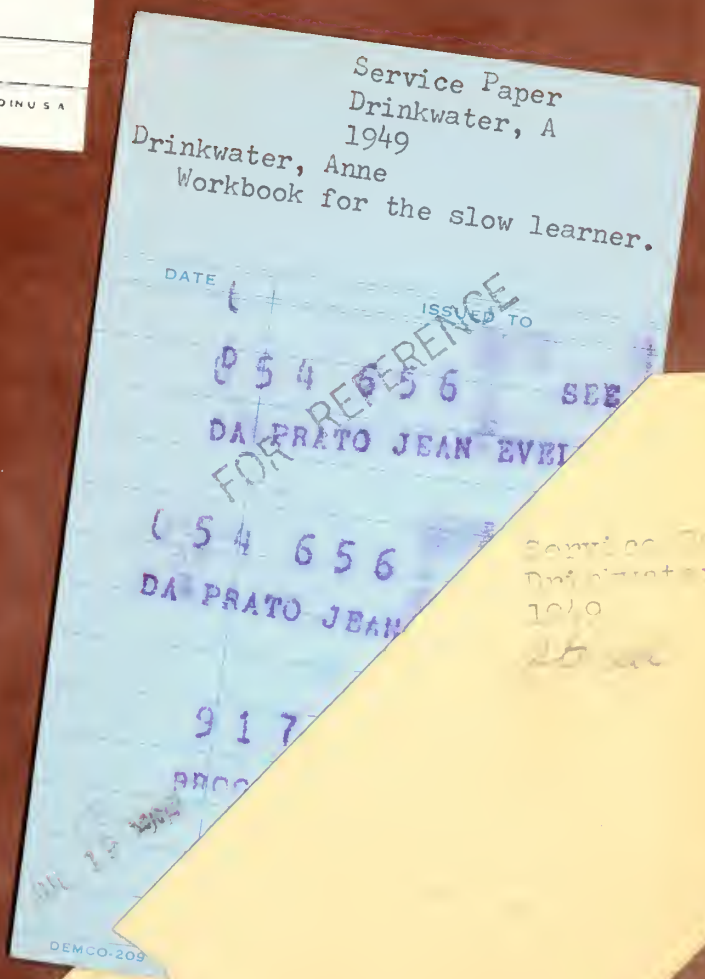
Vocabulary

quacked		X	
rain		X	X
remember			X
rooster		X	X
short		X	X
shorter		X	X
shortest		X	X
should		X	X
shout		X	X
sleeping		X	X
smallest		X	X
sniffs		X	X
sometimes		X	X
swimming		X	X
tail		X	X
take		X	X
this		X	
train		X	X
visit		X	X
wag		X	X
wagged		X	X
water		X	X
[illegible]			X
[illegible]			
	6	65	63

nkwater, Anna

Workbook for the slow learner in reading





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